

Summer 2015: SPND 453 – 17**Technology for Cognitive and Language Development and Alternate Assessment**

Instructor	Madalaine Pugliese, Assistive Technology Graduate Program Coordinator
Office	W304 on campus
Phone	617-521-2521 (office) or 781-639-1930 (home)
Email	madalaine@comcast.net
Office hours	1 hour before and after class and/or by appointment
Class Wiki	http://spnd453tricohort1.wikispaces.com/
Class place & time TEC Collaborative	July 17, 18, 19; then August 7, 8, (August 9 replaced by Preliminary Assignment) Fridays 5:00 – 10:00 PM; Saturdays and Sundays 8:30 AM - 4:30 PM

Course description:

Learn software selection strategies and examine an extensive collection gathered to create a supportive curriculum-based learning environment for learners with developmental delay. Create long range plans to address technology based needs for learners of developing skills. Use developmentally appropriate access devices and authoring tools to design learning along a continuum of language and cognitive development. Design alternative assessment methods to document what individual learners achieve. Students will design implementation strategies for alternate assessment and create activities for modified access to the curriculum standards.

Course Dates:**Class #1 – Friday July 17**

Course Overview - Review in Detail: Schedule and Assignments

Group Discussion: Introduction to Alternate Assessment Mandates, National Models and Tools

Class #2 – Saturday July 18

Group Discussion: Backwards Design for Curriculum Development

Group Activity: Implementation Strategies for diagnostic/prescriptive curriculum design

Group Hands-on Activity: Accessible Curriculum Apps Team Collaborations and Presentations

Class #3 – Sunday July 19

Hands-on: Accessible Apps Curriculum Library Marathon

Assignments - Individual project research: Apps Reviews Table and App Tutorial

Group Discussion: Introduction to GoBook and assignments review

Class #4 – Friday August 7

Group Discussion: Implementation Strategies and Best Practice Model for Emerging Literacy Success

Individual Presentations: Curriculum Project Using GoBooks to design meaningful literacy activities

Group Discussion: Draft Assistive Technology Evaluation Report

Group Hands-on Activity: Accessible Curriculum Software Team Collaborations and Presentations

Class #5 – Saturday August 8

Group Hands-on Activity: Accessible Curriculum Software Team Collaborations and Presentations

Hands-on: Accessible Software Curriculum Library Marathon: Software Review Check-off

Discuss Draft Assistive Technology Evaluation individually as needed

Class #6 – Sunday August 9 – 2 Preliminary online assignments replace this class meeting

Recommended but not Required Course Texts:

Ault, Melinda J. and Bausch, Margaret (Eds). Apps for All Students: A Teacher's Desktop Guide. Reston, VA: Technology and Media Division of the Council for Exceptional Children, 2012.

Perez, Luis. Mobile Learning for ALL. Corwin Sage Publications, Thousand Oaks, CA. 2013.

Pugliese, M. (2002) Stages: Software Solutions for Special Needs, Cambium Learning Technologies, Inc., Bedford, MA. (update publication pending)

Pugliese, M., Heiman, B., Castellani, J., Ault, M., Bausch, M., & Warger, C. (Eds.), Integrating Technology Into Instruction: What's Working in Inclusive Classrooms. Reston, VA: Technology and Media Division of the Council for Exceptional Children, 2011.

Recommended Books:

- See references in textbooks
- *Family Information Guide to Assistive Technology and Transition Planning*, Family Center on Technology and Disability, Accompanied by AT Resources CD. Washington, DC.
- The Alliance for Technology Access (2006) *Computer and Web Resources for People With Disabilities*, Hunter House
- Closing the Gap Resource Directory
- Canfield, Helen and Locke, Peggy (1996) *A Book of Possibilities: Activities Using Simple Technology*, AbleNet, Inc.
- King-DeBaun, Pati and Musselwhite, Caroline (1997) *Emergent Literacy Success: Merging Technology and Whole Language for Students with Disabilities*, Creative Communicating
- Wilson, Mary (1996). *Sequential Software for Language Intervention and Development*. Laureate Learning Systems, Inc.

Course Objectives:

Upon completion of the course the students will:

1. learn an alternative curriculum and develop software selection strategies based on an originally created diagnostic/prescriptive continuum to produce a standards-based supportive learning environment.
2. learn alternative assessment strategies based on contemporary research, which result in providing content for building a custom learner portfolio.
3. learn to create long range plans to address technology-based needs for learners with cognitive and language delay.
4. increase awareness of quality software applications for curriculum-based activities for learners with language and cognitive delay.
5. understand software features that allow for access and use by a variety of learner populations.
6. identify elements of the standard education curriculum for which these applications are appropriate.
7. utilize activity based software tools to measure and record student performance with accessible software activities.
8. analyze, summarize, and report student performance data to aid instructional decision- making regarding technology.
9. define measurable objectives to monitor progress toward achieving stated goals regarding technology.

Course on Wikispaces, Email, MS Word, and other use of course technologies:

Most of your course resources are located on the course wiki. You have already been sent the Join Code in your email. All course materials will be made available on this site, so you should visit the site regularly and to review the resources that are placed there.

There is frequently communication with the class through email, so you will need to double check that faculty has your current email address.

During the semester you will be using MS Word and/or Pages to submit your assignments. You are welcome to request assistance make sure that you know how to use MS Word or Pages for ordinary word processing and how to save your work properly.

Getting access to the wiki and other resources for this course:

Materials for this course are available on course wiki. You may see these materials there anytime you wish, using a standard Web browser.

Course wiki <<http://spnd453tricohort1.wikispaces.com>>

Other wikis and online resources

Apps wiki < <http://apps4stages.wikispaces.com/>>

Pinterest page <<https://www.pinterest.com/madspugliese/>>

Academic Requirements:

1. Preliminary Assignments Discussions: (20 points) Due on or before Wednesday July 15

- Alternate Assessment: First Friday Discussion (10 points)
- Backward Curriculum Design: First Saturday Discussion (10 points)

See course wiki for links to the investigations, discussion prompts and rubrics for each 10-point theme.

Total points possible for both discussion questions = 20 points (10 points each)

2. Mobile Applications Reviews: (14 points) Due on Sunday July 19 in class

Students will have access to mobile devices pre-loaded with appropriate apps for learning or therapeutic intervention. Each student is expected to identify 1 mobile device application per Stage (2 points each) that offers support for learners with cognitive or language challenge and keeps data that could be used for primary evidence requirements for alternate assessment. Use the template called "Mobile Apps Reviews .doc" provided on class wiki. Email your file saved as yourname.doc with subject line called "Mobile Apps Reviews", to madalaine@comcast.net.

Total points possible for Mobile Device Applications Reviews = 14 points. See template on wiki.

3. Mobile Device App Tutorial (20 points) Due Monday July 27 via email

Each student is expected to create a tutorial for how to use a mobile device app. On the wiki page that corresponds to this assignment you will find 4 files. Two are model tutorial PDF files and the other 2 are templates in Pages or Word for you to use in considering how to make your own tutorials.

1. Visit <http://apps4stages.wikispaces.com/Apps+Tutorials> to see existing tutorials.
2. Select an app from one of the class iPads that does not yet have a tutorial. (See Mads List)
3. Open Pages or Word template file on Behavior Tracker Pro and “save as” to create your own file.
4. Replace the existing content with your own step-by-step on how to use the app that you selected.
5. Add key screen shots to enhance the step-by-step process.
6. Be sure you indicate which version of the app you are using and current cost
7. Submit your Pages or Word file by email.
8. Submit your PDF file by email – footer to say “Contributed by Graduate Students from the Assistive Technology Program at Simmons College”

Total points possible for a Mobile Device Tutorial = 20 points. See rubric.

4. Literacy Curriculum GoBook Project (12 points) Due Before Wednesday August 5 via email

After a demonstration in class, students will work independently with the GoBook User Guide to learn the tools and then demonstrate knowledge through applied skills. Students will demonstrate competency in utilizing the authoring tools by designing and creating standards-based customized curriculum activities that are also reflecting learning from the meaningful literacy homework. Each activity has a connection to the Frameworks, and targets a specific skill.

Activities will be graded on the following components: (see Rubric)

- **3 points** for creativity and efficiency in layout design, the technically accurate and functional use of the authoring tool (the activity is simple, submitted properly and it works)
- **3 points** for a written project summary, a one-page description and rationale for the activity
- **3 points** for the learner profile contained in the written summary
- **3 points** for correctly incorporating the targeted standards-based skill (site the specific Curriculum Standard or Framework) Curriculum Frameworks for Students with Disabilities as outlined at <http://www.doe.mass.edu/mcas/alt/resources.html> or make a Common Core connection.

Submit the activity via email from within GoBook. Submit the accompanying summary via separate email to **at** madalaine@comcast.net. Demonstrate the activity in class on **Friday August 7**.

Total points possible for each authoring activity = 12 points. See rubric.

5. Software Review Table: (10 points) Due by the end of the class Saturday August 8

Each student is expected to participate in an informal software exploration hands-on lab. Students will make a 3-column table in your favorite word processor in order to keep notes about at least 10 of the software programs you that review. In one column put the title, in the second put your notes about the program and in the third, make a curriculum connection using the Curriculum Frameworks for Students with Disabilities as outlined at <http://www.doe.mass.edu/mcas/alt/resources.html> or Common Core.

Your table with at least 10 informal software comments will be checked-off by Saturday August 8 and will be completed during class hands-on session. They are worth 1 point each, which can total to a possible 10 points. Use these notes to inform your final project.

Total points possible for Software Review Table = 10 points. Checked off in class.

6. Final Project: Mock Assistive Technology Evaluation Report (24 points)

After the third session of class, participants are required to begin to prepare a case study in which a student who requires alternate assessment is profiled, assessment strategies are designed, software and apps as well as adaptive device recommendations are using the report template. You will conduct a formal alternate assessment in one specific skill area using the strategies provided in class or use any other DESE approved method for collecting primary evidence.

Students will write a draft of an Assistive Technology Evaluation Report for a learner with special needs whose IEP objectives fall within the Stages framework. The profile should include a description of the learner in one skill area (diagnosis, developmental level and Stage of learning). Using the DESE Alternate Assessment Curriculum Guides, identify curriculum frameworks being addressed. Using the Stages framework, identify needs and capture 3 data points in one skill area. The first data point will be your baseline. The next 2 data points indicate outcome from using a specific app or website for skills practice.

Important - review the section on Curriculum Frameworks for Students with Disabilities. See the Required Forms for the Alternate Assessment Portfolio <<http://www.doe.mass.edu/mcas/alt/resources.html>> in the DESE MCAS ALT Educators 2013 Manual, also available in the Additional Related Resources page your course wiki. Find the forms online that permit you to graph learner performance or create your own graphing strategy using tools of choice.

Based on data collected, you will write a mock Summary Report that will identify STUDENT, ENVIRONMENT AND TASK [5 points], and then select appropriate practice software programs and apps (TOOLS) [5 points] and assistive devices (TOOLS) [5 points] for use with the learner. Provide a rationale statement that includes software and device features, content etc. and suggest an outcome (i.e., how would the user find success with this software and describe connections to curriculum) [5 points]. Describe your data collection methods and procedures. What is the source of your data? [4 points] Submit progress graphs for at least 2 data points beyond baseline. Finally, submit all of this in a mock Assistive Technology Evaluation Report following the template offered on the class wiki. [5 points]

Each student should submit the final case study by **Friday, August 21. Please email the project to Madalaine Pugliese madalaine@comcast.net.** Grades for this project will be sent to you via email.

Total points possible for mock Final Evaluation Report = 24 points

Total Point Value of All 6 Assignments

1. Two Preliminary Discussions = 20 points
2. Mobile device apps recommendations – 14 points
3. Mobile device app tutorial – 20 points
4. Literacy or Other Curriculum GoBook Authoring Project = 12 points
5. Software Review Table = 10 points
6. Final Case Study – Assistive Tech Evaluation Report Draft = 24 points

Grading of Written Products:

Grading reflects specific content and standard conventions of communication and composition. A rubric will be used to score all written assignments.

Grading scale

A	94 – 100	C	74 - 76
A-	90 – 93	C-	70 – 73
B+	87 – 89	D+	67 – 69
B	84 – 86	D	64 – 66
B -	80 – 83	D-	60 – 63
C+	77 – 79	F	below 60

Policies of the Education Department, Simmons College:

1. This course is fast-paced and failure to keep up with the readings, assignments, and lack of participation and *less than perfect attendance will prove difficult, if not impossible, to recover from.* We, the members of the Education Department, believe strongly in the contributions and participation of students during class meeting times, and therefore require attendance at all class sessions. We realize that there may be times when, due to extenuating circumstances, attendance may not be possible. We also recognize that as adult learners, you are the best judge as to whether a situation warrants your absence from class; therefore instructors will neither grant nor deny any excused or unexcused absences. Requests for excused absences must be submitted in writing to the Program Director and the Chair of the Department for individual review within one week of the absence. *For every hour of class missed (or portion thereof), the student's grade will be reflected by a 2 point, per hour, reduction from the final grade.*
2. Assessment of participation may seem subjective, but as the educator I maintain heightened awareness of the active and passive forms of participation that each of you take in this course. Your participation, by volunteering and speaking out with questions/answers and active participation in online and classroom discussions are observable evidence of the active role. Roles such as note-taking or thoughtful reflection may be indicators of passive participation on your part, but are more difficult to assess and document by the instructor. Participation, in any form, will be taken into account when determining the final grade. *Excellent attendance and active participation with enthusiasm and constructive tone will, most likely, serve favorably in the instructor's determination of this element of class responsibility.*
3. If you happen to miss any part class, it is your responsibility to contact a class member so that you will be aware if there has been any change in the class schedule or a change in the assignments, and for course content.
4. Please refrain from using your cell phone and email during class.
5. All written products must be word-processed.
6. Grammatical/spelling errors result in grade point deductions for written products.
7. Assignments are due on time on the dates indicated. Projects will not be accepted after the due date without consequence. For each day that any paper is late, 1/3 of a grade will be deducted. For example, an A paper would become an A- if one day late, a B+ if two days late, etc.

Student Need:

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you have a disability and anticipate that you will need

a reasonable accommodation in this class, it is important early in the semester that you contact *Disability Services*. (617) 521-2473. Students with disabilities are also encouraged to contact the instructor immediately to discuss their individual needs for accommodations. Accommodations cannot be made except through the Academic Support Center.

Plagiarism:

As stated by Use of Secondary Sources and Collaborative Learning in Papers at Simmons College by Lowry Pei and Tom Hurley, plagiarism is considered an extremely serious offense. The following are some examples of plagiarizing work:

1. A paper copies, literally, or with slight alterations, from another author's work
2. A paper containing many phrases or sentences lifted from some other source(s), without any attempt at attribution, which are glued together with phrases and sentences of the student's own, writing.
3. The student claims authorship of another person's idea by changing the way that they phrased it.
4. One paper submitted for two separate courses without the authorization to do so.

SPND 453 SCHEDULE and ASSIGNMENTS

Friday #1: Introduction to Alternate Assessment: History and Current Initiatives

5:00 – 6:00	Introductions and Course Overview
6:00 – 7:00	Overview of Alternative Assessment: National and Local Models (See Preliminary Assignment and discussion on syllabus and on class wiki)
7:00 – 7:30	Dinner Break
7:30 – 8:30	Groups “10 Ten” Lists Developed – Alternate Assessment Protocols
8:30 – 9:30	Whole Group Sharing – Summarize Collective “Top 10” themes
Assignment	See Preliminary Assignment for First Friday on Wiki

Saturday #1: Assessment Informed Backwards Design for Relevant and Meaningful Curriculum

8:30 – 12:00	Backward Design for Curriculum Development
	Groups “10 Ten” Lists Developed – Diagnostic Curriculum Design Whole Group Sharing – Summarize Collective “Top 10” themes
12:00 – 12:30	Lunch Break
12:30 – 2:30	Hands-on: Group Apps Teams Collaborations
2:30 – 4:30	Presentations: Groups share what they learned about their apps
Assignments	See Preliminary Assignment for First Saturday on Wiki In Class Assignments: Group Apps Learning and Sharing, Begin to Consider Individual Apps Review Table, App Tutorial

Sunday #1: iPads for Cognitive and Language Development Curriculum

Specific Apps Intensive Study Groups and Class Presentations
Accessible Apps Curriculum Library Marathon

8:30 – 12:00	<i>Mobile Device Apps Marathon</i> Finding and reviewing accessible curriculum software and apps
Ongoing	Lunch Break – Pot Luck and Open Lab
3:00 – 4:30	Introduction to GoBook and related literacy assignment
In class Assignments	1) Mobile device apps reviews project 2) Apps tutorial project

Friday #2: Implementation Strategies and Best Practice Models

Making Literacy Meaningful for Everyone in Inclusive Elementary Classrooms

5:00 – 7:00	Present and share GoBooks created to reflect learning about making meaningful literacy activities
7:00 – 7:30	Dinner Break
7:30 – 8:00	Group discussion – Assistive Tech Evaluation and Data Collection Draft
8:00 – 10:00	Hands-on: Group Software Teams Collaborations
Assignments	See Assignment Due for Second Weekend on wiki 1. Presentations and Videos Assignment on Wiki, 2. Read <u>Integrating Technology Into Instruction: What’s Working in Inclusive Classrooms.</u> , Chapter 2, <i>Making Literacy Meaningful for Everyone in Inclusive Elementary Classrooms</i> . 3. GoBook literacy project

Saturday #2: Accessible Software and Online Curriculum Options

Accessible Software Curriculum Library Marathon
Curriculum Software Review Projects

8:30 – 12:00	Presentations: Groups share what they learned about their software
Ongoing	Lunch Break Pot Luck
12:00 – 4:30	Ongoing accessible curriculum software marathon
In class Assignments	1. Software Review Table assignment for already reviewed programs 2. Final Assessment draft